

ACSF Appendix 2 • Examples of what a person is able to do at each of the 5 levels in each of the core skills

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
LEARNING	<p>Identifies and approaches a more experienced worker for assistance</p> <p>Takes required materials to training/class</p> <p>Keeps list of frequently used words</p>	<p>Discusses learning goals with supervisor and identifies possible strategies to achieve</p> <p>Arranges child care so can attend training course</p> <p>Uses key words and search engine to find information eg the oldest/biggest building in world</p>	<p>Participates in quality improvement processes in the workplace, considering the priorities and commitments of self and others</p> <p>Develops and uses personal organisation systems such as files, notebooks, folders and checklists</p> <p>Negotiates professional development plan aligned with personal and workplace needs, and takes responsibility for organising the formal training component</p>	<p>Actively seeks feedback from others as a way of improving performance (eg approaches peers, manager, customers)</p> <p>Uses a range of formal techniques to collaborate effectively with others to complete a multi-layered research task</p> <p>Keeps record of new technical terms or procedures encountered through independent study</p>	<p>Critically reflects on extended research project, describes difficulties encountered, considers ways to improve performance and transfers insights to a new context</p> <p>Implements systematic action learning process to support learning during team project</p> <p>Evaluates workplace learning culture and pathways in relation to own need for further training and development</p>
READING	<p>Recognises very short explicit pictorial texts, eg recognises safety symbols found on chemical containers</p> <p>Reads and follows simple, familiar work timetable or schedule of activities specific to own job</p> <p>Reads simple diagrams, eg hand drawn map of local area to locate public facilities such as schools, hospitals, bus stops</p>	<p>Follows touch screen instructions to search for information, eg locates specific shop in large shopping complex</p> <p>Locates specific information from a short text, eg a table of employee benefits, a pay slip, employment documentation, own job description, work update from staff memo</p> <p>Reads dials and scales on machinery/equipment, eg automatic weigher on packaging machine, temperature dials, counters, franking machine, sewing machine tension, air pressure gauge</p>	<p>Reads and responds to notices posted on chat rooms</p> <p>Reads and follows information presented in technical drawings, manuals and work instructions, patterns eg specifications for job, construction plans</p> <p>Uses 'help' facility on software program to find out how to format a text, eg brief report, contribution to workplace or community newsletter, emails to colleagues or to place orders, spreadsheets</p>	<p>Gathers information for research from a variety of sources and critically analyses and reviews these, eg newspapers, journal articles, internet sites, blogs</p> <p>Reads a complex diagram and text to identify components and procedures for dealing with a technical fault or breakdown</p> <p>Demonstrates understanding of text describing complex interrelationships of events, eg reads and reviews a report detailing a problem and steps taken to address it</p>	<p>Critically evaluates information on possible management courses as part of own performance appraisal review</p> <p>Follows a complex flow chart in order to identify and distil relevant information, eg tracks source of non-compliance through workplace process</p> <p>Identifies, analyses and evaluates information from a wide variety of sources, eg undertakes a task analysis in order to design and develop a training program for implementation in the workplace</p>
WRITING	<p>Writes routine, familiar workplace-specific vocabulary and abbreviations</p> <p>Types own personal details into a computer assisted learning program</p> <p>Uses calendar to record information related to community or public dates, e.g. class term dates, culturally significant celebrations</p>	<p>Creates a short report, eg describes previous English classes or other training course</p> <p>Writes a list of tasks to be completed by other members of the group, eg roster, action plan</p> <p>Writes a brief message for a fellow worker eg shift changeover note</p>	<p>Completes performance appraisal review form and identifies personal goals</p> <p>Writes clear sequenced instructions for routine/everyday context, eg prepares workplace timetable for start up and shut down procedures</p> <p>Uses email for day to day communication eg to work colleague, to teacher, to a friend</p>	<p>Writes clear and detailed instructions organised sequentially for members of a group in order to complete an activity, eg writes Standard Operating Procedure for a process involving several work stations, develops detailed flow chart to guide community development project</p> <p>Prepares data for team/group using graphs to compare production output over a period of time, and including suggested recommendations for improving production targets</p> <p>Uses software to prepare a report or presentation, eg PowerPoint, Flash</p>	<p>Writes an organisational plan based on task analysis, survey of participants, and financial information</p> <p>Writes a position paper or report based on analysis of data and consultations conducted with a range of stakeholders eg external and internal customer feedback on quality of service</p> <p>Designs a survey to accurately ascertain customer satisfaction levels and presents a process to evaluate responses</p>

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ORAL COMMUNICATION	<p>Makes and responds to simple enquiries relevant to personal needs, eg asks about a training program advertised on the notice board; asks directions to toilets</p> <p>Listens to suggestions and participates in a negotiated group activity, eg comes to an agreement about a meeting place for a workplace function, class excursion, family picnic</p> <p>Expresses opinion in a short spoken exchange, eg indicates possible cause for machine failure</p>	<p>Makes a telephone call and responds appropriately to questions which require basic personal details, eg makes an appointment at the community health centre</p> <p>Listens to short, explicit instruction to learn new procedures needed to complete a task, eg to use a piece of machinery in the workplace, use a computer program</p> <p>Participates in a face-to-face oral exchange, eg job interview, enquires about training opportunities, time of delivery/pick up</p>	<p>Gives clear sequenced instructions of several steps, eg how to use a photocopier/CD player/, log on/log off computer</p> <p>Participates in an oral exchange requiring some negotiation, eg responds to specific enquiries, complaints, problems with clients or customers</p> <p>Listens to and notes specific information from an announcement such as emergency evacuation procedures</p>	<p>Presents issue/agenda item in a class or workplace meeting, and furthers group understanding of relevant ideas through constructive engagement in subsequent discussion</p> <p>Compares the procedures used to complete tasks in discussions with colleagues/group members</p> <p>Actively participates in group discussion of new technology and subsequent changes to work, study, personal routines</p>	<p>Listens and provides evaluative feedback at a training session on new procedures</p> <p>Explains technological concepts or scientific phenomena to an audience or work group unfamiliar with the concepts involved, using aids such as machine / equipment parts, photos, diagrams and scaled models</p> <p>Negotiates outcomes in discussions which embrace a range of potentially conflicting perspectives within an organisation, eg changes to work practices; formulation of mission statement</p>
NUMERACY	<p>Estimates lengths of familiar objects using metric units, eg a person's height, lengths of fabric or lengths of wood used in everyday work</p> <p>Identifies and compares familiar items, their quantities, sizes and costs, eg checks weight and/or length of product against job ticket</p> <p>Uses calendar to record information related to community, workplace or public dates, eg class term dates, RDOs, culturally significant celebrations</p>	<p>Calculates cost of two items and estimates change due after making a payment</p> <p>Records numbers or quantities of materials distributed or sales figures and data onto spreadsheet or familiar workplace computers or hand held devices</p> <p>Accesses and compares information contained in two-column tables, eg calculates postage and fees for certified mail</p>	<p>Works in a group to undertake a simple survey and documents the results including at least one everyday or routine graph, eg a workplace survey of workers' OHS knowledge</p> <p>Uses appropriate technological devices to measure and record data and report and act on results, eg blood pressure machine, micrometer, temperature gauge</p> <p>Identifies and explains uses and application of shape in different contexts, eg use of 2D and 3D shapes in house or building construction</p>	<p>Works in a team to plan and develop an operating budget for a task/project/activity including income/revenue from different sources, (eg government funding, membership fees, sales) and expenses (eg staffing, materials, marketing, overheads, travel, training, IT support)</p> <p>Uses a job or task description or set of instructions for making up a mixture based on ratios and selects, measures and makes up the mixture to any required amount correctly and according to OHS constraints (eg chemical spray, or industrial recipes)</p> <p>Interprets and uses ratios and scales to read and discuss the design and dimensions on the plan of a property in order to allocate working space and furniture, eg a building/workplace, a sports building/facility</p>	<p>Researches and investigates statistical data gathered through individual research or experimentation, organises data into groups in a frequency table, represents data graphically, calculates and records measures of central tendency and spread and analyses and discusses the results including their relevance and impact on the topic of research/investigation</p> <p>Given particular financial constraints and personal/family requirements, investigates and analyses the options for where to best rent or buy a home or holiday house based on location, prices and availability and make recommendations including cost comparisons</p>